

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           RECEIVED            TEXAS EDUCATION AGENCY            186 MAR 29 PM 3:21            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	<a href="mailto:21stCentury@tea.texas.gov">21stCentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Ben Bolt – Palito Blanco ISD	125-902		
Vendor ID #	ESC Region #	DUNS #	
74-6000359	2	021552005	
Mailing address		City	State      ZIP Code
172 Badger Lane, PO Box 547		Ben Bolt	TX      78342

**Primary Contact**

First name	M.I.	Last name	Title
Stella	M.	Grimes	Special Programs Director
Telephone #	Email address		FAX #
361-720-8036	<a href="mailto:sgrimes@bbpbschools.net">sgrimes@bbpbschools.net</a>		361-668-0446

**Secondary Contact**

First name	M.I.	Last name	Title
Timothy	W	Little	Superintendent
Telephone #	Email address		FAX #
361-453-6520	<a href="mailto:tlittle@bbpbschools.net">tlittle@bbpbschools.net</a>		361-668-0446

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Timothy	W	Little	Superintendent
Telephone #	Email address		FAX #
361-664-9904	<a href="mailto:tlittle@bbpbschools.net">tlittle@bbpbschools.net</a>		361-668-0446

Signature (blue ink preferred)

Date signed

03/24/2016

  
 Only the legally responsible party may sign this application.

701-16-102-143

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

It should be noted that the District is a prior recipient of a 21<sup>st</sup> Century Learning Centers grant, and is currently operating 3 centers serving approximately 300 students per year. The goal of the District in applying for this grant is to (1) continue the academic support for our at-risk students, (2) dramatically increase the engagement levels of our community, and (3) working to increase the number of students who are prepared for post-secondary education.

More than half of the students of Ben Bolt – Palito Blanco ISD are economically disadvantaged (52.7%), and more than one-third (35.4%) are classified as "at-risk" by the Texas Education code. The average ACT score is 16, and the average SAT score is 1050. The academic support provided by this grant is critical in ensuring the success of these students. In addition, the District is located in a rural area, and this grant will provide "horizon-expanding" opportunities to our students, allowing them to form a clearer picture of the opportunities that await them upon high school graduation, as well as the academic requirements necessary to achieve post-secondary goals. Most importantly will be the opportunities that the grant provides to engage parents and community members in authentic processes and activities to increase involvement in the school and help parents to meet the challenges of raising a child ready for post-secondary education.

**Budget Development**

The budget was developed through a series of meetings involving all stakeholders – students, parents, community members, business leaders, current 21<sup>st</sup> CLC staff, teachers, and campus and district administrators. Program priorities were established and staffing needs and levels were identified. Campus administrators then met with central office staff to communicate their findings and to develop cost estimates. The budget was carefully reviewed by central office administration to ensure that the program would meet the needs of the students of the district and to maximize program efficiency.

**Needs Assessment**

The District requires that campus principals conduct a thorough annual needs assessment of each campus in the district utilizing a variety of data: student achievement data, student and staff attendance, discipline data, drop-out and post-secondary attendance data, and participation rates in various campus programs. Teachers, students, parents, and community members are included in this process.

This assessment provides the starting point of the needs assessment for the 21<sup>st</sup> Century Learning Centers. Program staff work with campus staff to identify areas of need on the campus that can be address by the Learning Centers.

Central office staff will monitor student performance and key community engagement metics to determine the effectiveness of the programs. Campus and center staff will meet on a monthly basis to review results and make needed program changes. Campus and center staff will meet on a quarterly basis with central office administration to review overall program progress.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 125902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Management Plan**

Primary program oversight and management will be conducted by the Project Director. This person will provide monthly status reports on student participation, program curricula, family engagement, and student performance to the district superintendent and Board of Trustees. This individual will also directly oversee the Site Coordinators, who will manage the day-to-day operations of the centers, collect student and family engagement data, and communicate with the community on programs and activities offered at each center. Additional support for student and staff supervision will be provided by a part-time supporting campus administrator.

Data collection and progress reporting, along with clerical support, will be provided by a data entry clerk employed specifically for that purpose, and supported by the central office clerical staff and business office.

**Program Evaluation**

Primary program evaluation will be conducted by the Project Director. The director will meet weekly with site coordinators to review student participation rates, budget management, community engagement metrics, and ongoing program activities.

The program staff will meet monthly with each campus principal to evaluate student achievement metrics, attendance rates, disciplinary placements, program participation rates, and budget management. A primary goal of these meetings is to ensure that the learning centers are effectively supporting the campus mission. The learning center staff will conduct ongoing satisfaction surveys from parents and students on program activities. This data will be incorporated into the monthly meetings with campus administration and used to modify existing activities and plan for new activities.

The Project Director will meet with the superintendent on a quarterly basis to provide a comprehensive written review of the program to date, including program activities, student and family participation, and student performance metrics.

**Statutory Requirements**

The district Special Programs Director has completed and reviewed the application for compliance with all statutory requirements, and will conduct quarterly reviews of the program to ensure that the program remains in compliance on an ongoing basis.

**Texas Education Agency Requirements**

The district Special Programs Director has completed and reviewed the application for compliance with all requirements of the Texas Education Agency (TEA), and will conduct quarterly compliance reviews of the program to ensure that the program remains in compliance on a continuing basis.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 125-902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$471,974	\$24,000	\$495,974
Schedule #8	Professional and Contracted Services (6200)	6200	\$58,700	\$	\$58,700
Schedule #9	Supplies and Materials (6300)	6300	\$33,750	\$	\$33,750
Schedule #10	Other Operating Costs (6400)	6400	\$29,500	\$	\$29,500
Schedule #11	Capital Outlay (6600)	6600	\$30,000	\$	\$30,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$623,924	\$24,000	\$647,924
Percentage% indirect costs (see note):			N/A	\$8,000	\$655,924
Grand total of budgeted costs (add all entries in each column):			<b>\$623,924</b>	<b>\$32,000</b>	<b>\$655,924</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$655,924
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$32,796

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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On this date:

By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 125-902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$45,000
5	Site coordinator (required)	3		\$105,000
6	Family engagement specialist (required)	1		\$35,000
7	Secretary/administrative assistant			\$
8	Data entry clerk	1		\$20,000
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist	1		\$12,000
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Site Supervision	3		\$12,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$229,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$149,275
25	6121	Support staff extra-duty pay		\$42,042
26	6140	Employee benefits		\$75,117
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$266,964
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$492,974</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 125-902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development	\$4,800
2	ACT/SAT Test Preparation Courses	\$5,200
3	Driver Education Courses	\$4,200
4	College Dual Credit Instructors	\$8,000
5	Early Scholars Program (ESC-2)	\$5,000
6	Translation Services	\$8,000
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$35,200</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$23,500</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$58,700</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 125-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$33,750
Grand total:		\$33,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 125-902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$6,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$8,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$15,000
<b>Grand total:</b>		<b>\$29,500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 125-902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	Library Books and Media	N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Chromebooks	50	\$300	\$15,000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12	Core subject area software	1	\$15,000	\$15,000
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$30,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>579</b>	
Category	Number	Percentage	Category	Percentage
African American	2	0.4%	Attendance rate	94.1%
Hispanic	527	91%	Annual dropout rate (Gr 9-12)	3.4%
White	50	8.6%	Students taking the ACT and/or SAT	88.6%
Asian	0	0%	Average SAT score (number value, not a percentage)	1050
Economically disadvantaged	305	52.7%	Average ACT score (number value, not a percentage)	16
Limited English proficient (LEP)	30	5%	Students classified as "at risk" per Texas Education Code §29.081(d)	35.4%
Disciplinary placements	90	15%		

**Comments**

The district has high numbers of economically disadvantaged and "at-risk" students. Academic performance measures such as SAT and ACT scores, lag both the state and the region. The district is located in a small, rural community, and resources to address these issues and improve student outcomes are limited.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	4.7%	No degree	0	0%
Hispanic	28	65.3%	Bachelor's degree	34	80%
White	13	30%	Master's degree	9	20%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	19	37.5%	Avg. salary, 1-5 years exp.	34,100	N/A
6-10 years exp.	4	9.3%	Avg. salary, 6-10 years exp.	40,475	N/A
11-20 years exp.	11	25.6%	Avg. salary, 11-20 years exp.	44,924	N/A
Over 20 years exp.	8	18.6%	Avg. salary, over 20 years exp.	47,927	N/A

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	20	25	30	30	35	28	48	39	33	42	48	55	47	25	505
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	20	25	30	30	35	28	48	39	33	42	48	55	47	25	505

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When conducting our needs assessment, we incorporated all types of needs related to our program. Our campus principals, teachers, staff, and community members have assessed the needs of each prospective campus in our district as a committee. Needs have been identified by gathering information from our district's Texas Academic Performance Report, campus needs assessments for each campus, and surveys conducted with district family's to determine the need for afterschool care, their own educational needs, technological needs, and how to better involve them in our schools to achieve desired success.

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. The 21<sup>st</sup> Century Grant will help us achieve this mission. Campus principals have also met with a student forum to discuss the needs at the campus level.

Students have voiced issues and concerns regarding higher attendance and program satisfaction. Needs for each campus include, but are not limited to, increasing percentage performance for economically disadvantaged students, improving incentives to increase attendance, increasing research based programs to increase performance, increasing parental involvement to an overall high level, increasing Reading, Science, Social Studies, and Math performance. Interventions are needed, such as a reading interventionist, along with resources and materials to provide students a quality intervention. There is also a need for interventions for students transitioning to high school with less than satisfactory performance on standardized tests and core course grades.

Parental involvement activities and resources to conduct these activities more sufficiently are desperately needed. Our need for a more adequate parent/school communication systems desperately needed in case of emergencies at our schools. Student Success Initiative information needs to be available for parents and families as part of our district wide mission. Technology and software in our district are not up to date. Teachers need more technology in their classrooms, as well as students in their homes to receive the quality of education they deserve and that will prove successful. Equipment has been purchased, such as Smart Boards and short throw projectors, but have yet to be correctly installed due to limited time and funding. Science Labs are not adequately outfitted for hands on lessons, or conducting experiments. Welding booths also need to be updated as it is inadequate. Extended learning opportunities are desperately needed at each campus.

The services that have proven successful through the 21<sup>st</sup> Century grant are academic support, and enrichment activities for all grade levels. Fair projects, game centers, college and career readiness courses, Early Scholars Academy, arts and craft centers, are all needed output and resources that the program has provided to our students. The 21<sup>st</sup> Century grant has provided our district with the needed resources to accomplish our missions and goals. It has proven to be successful and necessary to ensure that the students of our small, rural community, who are often overlooked, receive the strongest education that our district and our state can provide.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Percentage Performance for Economically disadvantaged students.	Tutoring staff in core subject areas will be addressed through the implementation of appropriate before school, after school, and summer school activities for students and parents. After school homework assistance will also be provided. Ample time for staff to analyze test data is also needed; added hours provided by the 21 <sup>st</sup> Century grant will see that this will be implemented to its fullest potential.
2.	Communication between schools, parents, and community.	Program outreach materials provided to district, campus, and community, and any and all stakeholders will provide greater communication, thus increasing the amount of family and community engagement desperately needed in our district.
3.	Updated technology	The need for updated technology in our district is essential to ensure that all student needs are addressed. More instructional software and wireless devices supplemented by 21 <sup>st</sup> Century funding will provide the students in our district with up to date lessons and activities that meet TEA standards. This is critical.
4.	Adequate time devoted to core subject areas that students perform poorly on evidenced by state assessments.	Students in high-need schools succeed through the use of research based practice and extended learning time, made possible by this grant. Learning centers provide students with the classes to apply what they've learned in a broad array of other activities – drug and violence prevention, art, music, technology, and character education programs – when school is not in session.
5.	Increased CTE/STEM opportunities.	The 21 <sup>st</sup> Century grant allows supplemental programs that build skills in science, technology, engineering, mathematics, and/or other programs that partner with in-demand fields of the state or local workforce.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's degree in education or related field; 3 years experience in education or social work; supervisor experience; experience in fiscal & budget management, data reporting, and information management; experience in program development
2.	Site Coordinator(s)	Bachelor's degree in education or related field; 3 years experience in education or social work; high degree of initiative, creativity, and flexibility; strong organizational skills
3.	Family Engagement Specialist	Bachelor's degree in education or related field; strong communication & interpersonal skills; experience working with diverse families of children who are at-risk or economically disadvantaged
4.	Program Evaluation Specialist	Master's degree in education or related field ; prior experience evaluating academic support and community engagement programs; knowledge of research based practices.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Conduct ongoing community needs assessments	1. Review of student achievement data	08/29/2016	07/21/2017
		2. Review students behavioral and attendance data	08/29/2016	07/21/2017
		3. Identify needs for adult education courses	08/29/2016	07/21/2017
		4. Complete family surveys	08/29/2016	07/21/2017
		5. Review program participation rates	08/29/2016	07/21/2017
2.	Increase family and community engagement	1. Set up community portal on district website	08/29/2016	07/21/2017
		2. Recruit parents for community outreach committee	08/29/2016	07/21/2017
		3. Produce flyers, brochures, and letters	08/29/2016	07/21/2017
		4. Provide translation services	08/29/2016	07/21/2017
		5. Conduct parent training courses	08/29/2016	07/21/2017
3.	Provide academic support for at-risk students	1. Provide mentoring services	08/29/2016	07/21/2017
		2. Provide academic tutorials	08/29/2016	07/21/2017
		3. Provide extended study times	08/29/2016	07/21/2017
		4. Provide access to Early Scholars program	08/29/2016	07/21/2017
		5. Provide social counseling/support services	08/29/2016	07/21/2017
4.	Increase post-secondary readiness of participants	1. Provide ACT/SAT course	08/29/2016	07/21/2017
		2. Provide dual credit opportunities	08/29/2016	07/21/2017
		3. Conduct educational field trips	08/29/2016	07/21/2017
		4. Conduct career inventory surveys	08/29/2016	07/21/2017
		5. Establish apprentice/job-shadowing programs	08/29/2016	07/21/2017
5.	Conduct ongoing evaluation of program success	1. Monthly coordination meetings with campus	08/29/2016	07/21/2017
		2. Weekly program review meetings	08/29/2016	07/21/2017
		3. Quarterly budget compliance meetings	08/29/2016	07/21/2017
		4. Quarterly statutory compliance meetings	08/29/2016	07/21/2017
		5. Quarterly program reviews	08/29/2016	07/21/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Ben Bolt – Palito Blanco school district involves key stakeholders (students, faculty, administrators, parents, etc.) in the goal- and objective-setting process. We ensure that all goals and objectives are reflected in our individual and organizational values, and make it clear why they are critical to student success. In addition, the district establishes a procedure and schedule for internal monitoring. Student and family questionnaires are conducted as well as sign in sheets for those participating in the grant program. Data is entered daily into the 21<sup>st</sup> century system daily.

Our district stays in close contact with all staff, teachers, parents, students, and members of the community. Any changes that need to be made to the district goals, objectives, or design of the program will be added to the schools board agenda and campus website. Parents and students will be sent home with a notice in both English and Spanish that will inform them of the schools board agenda to discuss these changes.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to its small, rural characteristics, the district is unable to provide a structured program that addresses student specific barriers. Decreases in state and federal funding has made it impossible for our district to implement a program designed to provide an after-school program. However, the district will provide added resources to the program.

To ensure that the program continues after the grant period, the district will provide in-kind funding to support and sustain the program over a period of time. The district's goal for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals and fiscal constraints.

The district will enforce a sustainability plan. A Handbook of Operating Procedures will be created, and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: maximizing federal, state, and local revenue; making better use of existing resources; creating flexibility in existing streams; continuing to build public-private partnerships; and generating newly dedicated revenue. In order to ensure that all program participants remain committed to the success of the program, the district has ensured that we have received "buy-in" from all participants. This includes management, administration, teachers, board members, parents, and partners.

Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators and partners to solicit feedback and modify the goals and objectives of the grant.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Annual formal needs assessment year to evaluate program activities	1.	Engaging and relevant programming
		2.	Increased student participation rates
		3.	
2.	Reviewing family engagement metrics (inquiries, volunteers, partners and participants)	1.	Increased parental contacts and inquiries
		2.	Increased numbers of volunteers
		3.	Increased numbers of community partners
3.	Reviewing student performance measures (achievement, program participation, etc.)	1.	Improved student academic achievement
		2.	Increased post-secondary readiness metrics
		3.	Increased program participation rates
4.	Campus and learning center collaboration meetings	1.	Alignment between center activities and campus needs
		2.	Meeting student performance measures
		3.	
5.	Monthly and quarterly formal program reviews	1.	Budget and fiscal compliance
		2.	Statutory and regulatory compliance
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities. The district will review all objectives and the activities that are being implemented. The number of participants being served is adequate due to our small district size, representing approximately 55% of the students in the district, and beneficial enough to accomplish our goals and objectives. Our program will be strengthened based on results and findings that will help us to perform necessary activities to accomplish our goals and objectives.

The research on parental involvement is extensive and always supports that fact that parent and community engagement are essential to academic success.

The program plan to collect local data for continuous assessment and local program evaluation includes reports and evaluation results that have been entered into the 21<sup>st</sup> Century System.

Our district maintains close contact with staff, students, parents, teachers, and members of the community. Any relevant news will be posted to our district website and flyers in both English and Spanish will be sent home with parents and students frequently to ensure program success.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities to be funded through 21<sup>st</sup> Century grant include SAT/ACT Preparation courses, Driver's Education classes, college dual credit instructors, and the Early Scholars Program through ESC2. All activities are supplemental as they will expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. The learning centers, which will be located in elementary and secondary schools, will provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities.

Consulting services through our local education agency will also be provided supplementally. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

Students who participate in 21<sup>st</sup> Century learning opportunities and activities are provided safe transportation home, by licensed qualified bus drivers, after program ends. In the event that students and parents take part in the educational field trips and parental education classes, licensed qualified drivers will provide transportation to and from learning center sites.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ben Bolt-Palito Blanco ISD cannot stress enough the need for increased parent and community engagement. Parents, community members, students and staff will all be notified of 21<sup>st</sup> Century grant locations, activities, and events via, both English and Spanish, emails, phone calls, texts, brochures, pamphlets and newsletters sent home with students, and postings of news and events on our district website.

This stresses our dire need for a more technologically advanced parental notification system such as Parent Connect or Blackboard Connect. We will engage community agencies to post flyers in local businesses and agencies to display our commitment to the students and families in our district who will mutually benefit from the 21<sup>st</sup> Century grant. Literacy and related educational development for families will also be supplemented by this grant.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following proposed activities will ensure that the critical success factors will be addressed:

- The Early Scholars Academy was designed to improve the school readiness of young children through the development of science, math, literacy, language, and technology skills; this will pave the way for young minds to be excited about learning, thus increasing academic success.
- SAT/ACT Preparation course will provide small group instruction, independent learning, and online resources so they can focus on the specific skill areas they need to improve.
- Driver's Education classes will provide valuable road skills and knowledge of the law, laying the groundwork for successful graduation from student's driver's permit to their driver's license.
- Translation services will be provided for both school and district events in order to assist with communication between school staff and parents or community members. A family's increased sense of involvement, and active participation in and engagement in learning are essential to ensure the student's academic success.
- College dual credit instructors are needed to focus on the dual credit needs of students. Partnerships between Texas secondary schools and Texas colleges and universities have enabled high school students to earn college credits before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a Title 1 school district, we will coordinate various federal programs that serve children, youth, families, and communities to finance the community learning center programs. These current federal sources aren't sufficient, therefore, the 21<sup>st</sup> century grant will provide the supplemental funding to incorporate community engagement and provide academic enrichment opportunities during non-school hours for children, particularly identified at-risk students who attend our Title 1 district.

Limited resources create difficulty as our Local Education Agency (LEAs) works to build and maintain RTI infrastructures. Title I, Part A funds must be expended for programs, activities, and strategies that are scientifically based on research and that meet the needs identified in the site's comprehensive needs assessment process, which are listed in the site's improvement plan. These services must be concentrated to serve the students not meeting, or most at-risk of not meeting, state standards, and they must meet "supplement, not supplant" provisions of the law. In a Title I school-wide program, all resources, services, and personnel are blended to have a cohesive program that upgrades the educational opportunities for all students throughout the school.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities. The district will review all objectives and the activities that are being implemented. The research on parental involvement is extensive and always supports that fact that parent and community engagement are essential to academic success..

Our plan to collect local data for continuous assessment and local program evaluation includes reports and evaluation results on student academic performance, attendance rates, program participation rates, disciplinary placements, community engagement metrics, and other relevant data.

All appropriate data will be entered into the 21<sup>st</sup> Century System.

The field of K-12 education contains a vast array of educational interventions – such as reading and math curricula, schoolwide reform programs, after-school programs, and new educational technologies – that claim to be able to improve educational outcomes and, in many cases, to be supported by evidence. This evidence often consists of poorly-designed and/or advocacy-driven studies.

One-on-one tutoring by qualified tutors for at-risk readers in grades 1-3 (the average tutored student reads more proficiently than approximately 75% of the untutored students in the control group). Instruction for early readers in phonemic awareness and phonics (the average student in these interventions reads more proficiently than approximately 70% of students in the control group).

High-quality, educational child care and preschool for low-income children reduces special education placements and grade retentions by nearly 50% compared to controls (by age 15) and more than doubles the proportion attending four-year college and reduces the percentage of teenageparents by 44% (by age 21).

The district Special Programs Director will review all data collections on a quarterly basis as part of the ongoing program evaluation process to ensure compliance with all statutory requirements.

**Schedule #16—Responses to Statutory Requirements (cont.)****For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 125-902	Amendment # (for amendments only):
<p><b>Statutory Requirement 6:</b> Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><input type="checkbox"/> <b>Check this box IF you are applying for priority points</b> for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.</p> <p><input type="checkbox"/> <b>Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points</b> because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.</p>	
<p>The district anticipates that the following partnerships will be established as a part of the 21<sup>st</sup> Century Learning Centers grant. This is not intended to be a comprehensive list.</p> <ul style="list-style-type: none"> <li>• Health and wellness services which may be provided by community agencies for students (e.g., social workers, mental health facilities, department of human services, health clinics).</li> <li>• Positive behavior supports, bullying prevention programs/activities, safe and orderly schools, character education programs, classroom management strategies.</li> <li>• Community business partnerships to provides internships or job-shadowing for college/career readiness.</li> <li>• Guest instructors from community.</li> <li>• Community members who serve on advisory councils or school leadership teams.</li> </ul>	

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program will be carried out by providing the following:

- tutorials for students before and after school;
- enrichment activities for students to explore science, technology and the arts;
- activities and training that help families support their students to be successful at school; and
- guidance and field trips that help students and their families access information about college and careers.

Monitoring our program efficiently will implement remedial measures to get programs back on track and remain accountable to the expected results the program is aiming to achieve, and will determine how funds should be distributed across the program activities.

Providing education to community members, many educational organizations provide opportunities for socialization among community members through sports, theater, and music programs.

Hospitals, community clinics, and public health organizations are all considered community resources, whether they are funded by private non-profit groups or local, state, or federal government sources. Health care organizations are essential community resources, particularly for individuals who are disabled, chronically ill, or do not have the financial resources to access private health care providers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program will provide our district with a strategic "road-map" toward successful strategic planning, organizational development, and school effectiveness. Focused ultimately on students' academic and social-emotional progress and success, our program will also address school management, classroom instruction, and professional development. We will deliver an evidence-based academic and instruction system that successfully addresses the differentiated needs of all students while improving their rate of learning such that they progress through the grade levels and graduate from high school with functional and extended skills.

We will create functional assessments and monitor approaches that are curriculum-based and that are used to evaluate the impact of this instructional system and guide development of successful, strategic interventions when students do not respond to effective instruction. There is one "common denominator" determines all levels of improvement and success: the positive, collaborative relationships among the individuals actually implementing any strategically planned evidence-based initiative. This is a primary focus for our district.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers will be used to carry out programs in our community learning centers. We will incorporate training, supervision, and retention practices. Community volunteers will teach things they are experts at after or during school. We may send volunteers into schools as substitutes, so that teachers may attend professional development without the cost of substitutes. Volunteers not only provide tremendous support and assistance, they reinforce the partnership we work hard to develop with our parents .

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

To ensure that the program continues after the grant period, the district will be providing in-kind funding sources that help support and sustain the program over a period of time. The district's goal for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals and fiscal constraints.

The district will enforce a sustainability plan to sustain the initiative. A Handbook of Operating Procedures will be created, and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: maximize federal, state, and local revenue; make better use of existing resources; create flexibility in existing streams; continue building public-private partnerships; and generate newly dedicated revenue. In order to ensure that all program participants remain committed to the success of the program, the district has ensured that we have received "buy-in" from all participants. This includes management, administration, teachers, board members, parents, and partners.

Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators and partners to solicit feedback and modify the goals and objectives of the grant.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district plans to utilize the following methods to seek feedback and involvement from community stakeholders:

- multiple media formats to communicate both a sense of urgency and a message of change (e.g., district website, poster and flyers, direct mailings, and social media);
- public meetings, forums, and newsletters;
- parent meetings; and
- invitations to form business and community partnerships

Planned memberships and partners in the program development and evaluation activities will include:

- school and community partners,
- local businesses
- youth groups,
- parents,
- students,
- government officials, and
- volunteers

These partners will be invited to communicate their opinions, share their expertise, provide mentors, and coordinate services with the community learning centers.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies included in the district plan are:

- assessing the needs of students and families at the beginning of each semester by evaluating data and surveys, continually evaluating grades and attendance, reviewing state data, examining participant feedback and attendance, and monitoring student grades and benchmark scores to ensure that programming is engaging and relevant and meeting the education needs of the students;
- providing program information to district, campus and the community by providing outreach materials at school and community functions, posting information on district websites, and using various other communication methods to ensure all stakeholders are informed;
- monitoring communication strategies by examining the number of inquiries, volunteers, community partners and participants each month;
- reviewing student/parent needs assessments to schedule appropriate after school/summer school activities for students and parents;
- continually evaluating students test data, grades, behavior and attendance to see if performance measures have been met;
- developing strategies for recruiting participants (students and families);
- developing strategies for resourcing the program (staffing and partners);
- conducting weekly meetings with site coordinators, the family engagement specialist, and the campus administration;
- creating files, forms, and timelines of required data collection and reporting to ensure grant compliance;
- meeting with site coordinators weekly to evaluate data;
- developing processes for sound budgetary management and fiscal compliance;
- holding monthly meetings between project director, site coordinators, and district business manager to ensure that district purchasing and fiscal process are followed;
- conducting monthly meetings between project director, site coordinators, and district special programs director to ensure that federal and state program compliance;
- the project director will continually review policies and procedures and provide staff development to all program staff to ensure quality assurance across the program; and
- grant staff will participate in statewide activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Ben Bolt-Palito Blanco High School CLC

9 digit campus ID# 129902001

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12) 9 - 12

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

100

Number of Adults (parent/ legal guardians only) to be served:

50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not applicable	Not applicable	Not applicable	Not applicable
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Ben Bolt Middle School CLC

9 digit campus ID# 125902041

Distance to Fiscal Agent (Miles)

1

Grade Levels to be served (PK-12) 4 - 8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

120

Number of Adults (parent/ legal guardians only) to be served:

60

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not applicable	Not applicable	Not applicable	Not applicable
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 3****Center Name:** Palito Blanco Elementary School CLC**9 digit campus ID#**

125902101

**Distance to Fiscal Agent (Miles)**

14

**Grade Levels to be served (PK-12)**

PK - 3

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

100

**Number of Adults (parent/ legal guardians only) to be served:**

50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 4****Center Name:** NOT APPLICABLE**9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> century program will sharpen the focus on retention, persistence, and graduation. As that focus sharpens, and the demand for accountability continues to grow, student success will become a critical factor that will affect funding, reputations, and rankings.

In order to succeed, students need to be supported both academically and socially, and the district has made progress in both areas. We know that early academic achievement is a predictor of future success. With that in mind, we have created writing centers, established academic support centers, and experimented with peer tutoring. We also know that students who engage fully in the life of the institution thrive. We have established learning communities, improved advising, and established bridge programs that recognize the critical importance of a student's first year. We have also gotten better at identifying students who would benefit the most from these programs. We know how to look for red flags: absenteeism, weak writing and math skills, poor grades, behavioral changes. We know what social constraints our students will find most challenging: finding peers, struggling economically, juggling family responsibilities. Predictive modeling can draw on pre-enrollment data to help us identify at-risk candidates even before they arrive on campus, and we are putting tools in place to monitor students more consistently and to respond more quickly to what we see and hear. We want our the students in our district to emulate successful behavior.

We identify them and ask these questions:

- Do our students know what GPA they need to earn and the courses they need to take to maintain academic good standing, to pursue a major program of study, and to maintain scholarships and financial aid?
- Do our students know what resources are available on campus?
- How can the campus use orientations to articulate expectations?
- What opportunities exist to engage students in educationally purposeful activities both in and out of the classroom?

Early intervention is key to helping our students before problems become too overwhelming to handle. For our students, knowing that someone in the institution cares about how they are performing is a powerful motivator and a retention incentive.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district plans to operate a total of three learning centers.

Center 1 will be located at Ben Bolt – Palito Blanco High School. It will operate for 14 hours per week, including 4 hours on Saturday, a need identified by our needs assessment. A total of 5 teachers and 3 support staff will be employed during the 39 week regular program. The summer program will operate for 6 hours per day for 6 weeks, and will be staffed by 3 teachers and 2 support staff.

Center 2 will be located at Ben Bolt Middle School. It will operate for 12 hours per week, including 4 hours on Saturday, a need identified by our needs assessment. A total of 6.5 teachers and 3 support staff will be employed during the 39 week regular program. The summer program will operate for 6 hours per day for 6 weeks, and will be staffed by 5 teachers and 2 support staff.

Center 3 will be located at Palito Blanco Elementary School. It will operate for 12 hours per week, including 4 hours on Saturday, a need identified by our needs assessment. A total of 4 teachers and 6 support staff will be employed during the 39 week regular program. The summer program will operate for 6 hours per day for 6 weeks, and will be staffed by 3 teachers and 5 support staff.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our high quality program incorporates program features that support positive and healthy development that include:

- physical and psychological safety;
- appropriate structure;
- supportive relationships;
- opportunities to belong;
- positive social norms; and
- support for efficacy and mattering

Our learning centers require formatting sign-in sheets with numbered lines for each student to write on to avoid having more than one name on the same line, a column for sign-out time, and also a column to enter the reason for late arrival or early-release from the program. To ensure student safety it is suggested that columns to enter the time the student left the program and the person they left with should be part of the procedure, and included on the sign-out sheets.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program activities are aligned, standards-based, balanced, and rigorous activities that specifies the standards (the Texas Essential Knowledge and Skills) for each grade level, subject area, and course in order to support student academic growth and achievement and meet state guidelines to prepare students for national, state and local assessments, including the State of Texas Assessments of Academic Readiness (STAAR).

This includes:

- a core foundation curriculum consisting of language arts, (reading, writing, listening and speaking), mathematics, science, and social studies, and
- a core enrichment curriculum consisting of languages other than English, health, physical education, fine arts, and technology applications.

This is a district wide program. Teaching the standards is not an option. The 21<sup>st</sup> century program aligns to the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the College and Career Readiness Standards (CCRS).

Located within each community learning center will be a variety of activities, materials, and equipment for a range of developmental stages and abilities. These areas will support language learning and a balanced literacy approach across language arts, mathematics, science, social studies, and fine arts and should address physical development as well as social/emotional development in addition to academics.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program will hold equally high expectations for all students—despite the disparity in students' backgrounds. Under the right conditions, low-income and minority students can learn just as well as any other children. One necessary condition, of course, is that the teacher hold expectations of high performance for *all* students.

Our district has developed programs, policies, and interventions that will reduce the dropout rate. We have a comprehensive school improvement plan that will increase students' sense of belonging in our district and increase student engagement through meaningful curriculum and effective instruction.

Student to staff ratio is 15:1.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> Century Community Learning Center Family Engagement Specialist will:

- collect, analyze and share data related to the needs of ACE families and students with the Project Director and Site Coordinators;
- identify and build relationships with community members, agencies, and vendors that Centers can partner with to support their Family Engagement Component;
- work with Site Coordinators to help them coordinate the ongoing Family Engagement Component at our community learning centers that is based on the needs of our ACE program family members;
- deliver the family engagement activities; and
- attend at least one statewide conference per year to network and improve skills.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work with each Site Coordinator during meetings to help them identify and plan activities, support Site Coordinators to ensure accurate reporting in TX21st, and work with Project Director and Site Coordinators to examine data related to the needs of the program.

The Family Engagement Specialist will provide support to Site Coordinators to ensure that all family attendees are accounted for when participating in activities. The FES will help identify parents, provide contact information, coordinate interviews or focus groups, and participate in the independent analysis debrief.

The Family Engagement Specialist is expected to use and share the relevant results of the evaluation to improve programming. Our Family Engagement Specialist will work with Project Directors to determine funding for grant-wide activities and Family Engagement Programming at each Center.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school learning community welcomes *all* families. Our program will assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level.

We will improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. We will also enable educators to work with volunteers who support students and the school. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. We encourage teachers to design homework that enables students to share and discuss interesting tasks with their families.

We include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations. We will coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

Activities planned are updating our parent resource center where our community learning center will provide materials on issues of concern to parents, such as child development, health and safety, drug education, special education, and so on. We will include up to date information about local parenting and social services agencies.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 125-902		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125-902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125-902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125-902

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 125-902		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): <b>0</b>		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): <b>0</b>		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating: <b>0</b>	Total nonprofit students participating: <b>0</b>	Total nonprofit teachers participating: <b>0</b>
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 125-902

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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